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ABSTRACT

Five contributors, viewing the field from divergent phenomenological spaces, provide a variety of viewpoints on the status of the field of school psychology. In "Glimpses of the Future in Current Practice?" Randy W. Kamphaus discusses the changing nature of school psychology, its two identities today, and the need to adapt a core value for discussion of the future. "School Psychology and Schools: Training and Practice Tracks with No Ties?" by Harold R. Keller presents the viewpoint of a school psychology educator and documents the continuing need to address the child-school interaction and the schooling process. Prevention and systemic issues need future attention. In "School Psychology: A Good and Plausible Future" Timothy Z. Keith calls for a clarification of purpose which would integrate the several roles and activities of the school psychologist into a coherent orientation. "Should School Psychology Exist? Implications of Prevention, Research, and Training" by Joel Meyers provides a framework for the practice of prevention. "Professional Practice, Professional Nicknames, and Professional Diversity: A Prognosis for School Psychology" by Judith L. Alpert and J. Christopher Collier reviews themes regarding emphasis on schools and schooling, service delivery, professional identity, training and practice, and the need for action and change. (EMK)

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School Psychology

Prospective and Retrospective Views of the Field

Proceedings of the 20th Annual Alfred University School Psychology Symposium

Editors
Edward Gaughan
Ellen Faherty

Alfred University

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Table of Contents

Introduction ii

Glimpses of the Future in Current Practice? 1
Randy W. Kamphaus

School Psychology and Schools: Training and Practice Tracks With No Ties? 7
Harold R. Keller

School Psychology: A Good and Plausible Future 13
Timothy Z. Keith

Should School Psychology Exist? Implications of Prevention, Research, and Training 19
Joel Meyers

Professional Practice, Professional Nicknames, and Professional Diversity: A Prognosis for School Psychology 36
Judith L., Alpert & J. Christopher Collier

Contributing Authors 40

Introduction

The Lea R. Powell Institute for Children and Families was established at Alfred University in 1994 through a grant from the Arthur L. and Lea R. Powell Foundation. Drs. Arthur and Lea Powell are trustees of Alfred University who have been generous supporters of the University in a number of areas. Dr. Lea Powell has shown a particular concern and sensitivity to the problems of children and families. Responding to increasing attention to the educational and psychological problems of children and youth, especially in rural areas, Dr. Powell endowed the Institute as an umbrella organization supporting the training, service, and research activities of the Graduate Programs in School Psychology at Alfred University.

The Child and Family Services Center (CFSC) is the Institute unit that provides pre-service training to masters and doctoral students in school psychology. The CFSC also provides much needed psychological and educational services to the surrounding rural communities. Continuing professional development is provided through the Center for Rural School Psychology (CRSP), which offers a series of workshops each summer for practicing school and mental health professionals. The research arm of the Powell Institute issues small start-up grants for research conducted by faculty, students, and field practitioners. It also serves the major function of grant development, seeking external funding for both research and training programs within the Division.

The programs provided by CRSP have now replaced the annual School Psychology Symposium as our main vehicle for continuing professional development. When planning our 20th and final symposium, we chose to look to the past and future of school psychology. The theme of the symposium was: "School Psychology: Prospective and Retrospective Views of the Field." In the last few years, this theme has reasserted itself in the pages of our journals and newsletters with renewed vigor. For example, there have been suggestions for actually changing the name for the field at the doctoral level and for identification of school psychologists as "health-care providers" in "full-service schools." The Symposium papers published in this volume serve as an attempt to check our position, resight our goals, stay the course, or vector in a new direction.

With the sponsorship of the Powell Institute, we have been able to assemble five outstanding contributors. Included among them are school psychologists who have been teachers, scholars, practitioners, program directors, journal editors, Witmer and Bardon award winners, and leaders in our professional organizations. Randy Kamphaus, Harold Keller, Timothy Keith, and Joel Meyers have spoken with strong individual voices while viewing the field from divergent phenomenological spaces, providing us with a richly varied document. These viewpoints have been well summarized, compared, and contrasted by Judith Alpert and J. Christopher Collier in their concluding chapter. We thank each of these authors for their thoughtful contributions to the ongoing discussion of this issue. Appreciation is also due to Carla M. Narrett, Dean of Graduate Studies and Research at Montclair University and former chair of the Division of School Psychology at Alfred. Dr. Narrett was a major force in establishing the Institute and graciously returned to Alfred to chair the final symposium. Finally, we offer our sincere gratitude to Dr. Lea R. Powell, not only for making this publication possible, but for all she has done to promote the educational and psychological development of children and their families.

Edward Gaughan, Ph.D.
Ellen Faherty, Psy.D.
Editors

Alfred University
Alfred, New York
November 1, 1998

Glimpses of the Future in Current Practice?

Randy W. Kamphaus
The University of Georgia

This paper discusses what I see as the changing nature of school psychology practice that has been forged by our colleagues, the two school psychology identities that are prevalent today, and lastly, the need to adapt a core value for our discussions about the future.

The core value I would like to offer for your consideration is competence. I feel quite incapable to predict the future, but I think that the future is, in fact, before our eyes. If we pay close attention to the competencies being developed by some of our colleagues, we will see glimpses of the future embodied in current practice, in current efforts in training, and in efforts to change the identity of the school psychology professional. Hence, I wish to focus my remarks on the present, which I propose will give us a good idea as to what we can expect over the next 5 to 10-year period, because these movements are already well under way.

First regarding the changing nature of school psychology, one of the first practice pointers that I was recently given by one of my colleagues, Jim, a private practitioner, is to never charge by the hour. This is a wise saw that is representative of current practice, the near term practice of school psychologists and, perhaps all of applied psychology. We are rapidly moving away from traditional service delivery models toward models of consultation, education, supervision and other services of that ilk. And Jim is an example of how school psychologists have already transcended the changes in health care and education.

Frank Farley (1996) noted the changing nature of education in a recent article, observing that our current smokestack public education system will wither and, consequently, the school psychology profession must change or die. He concluded that education is changing so dramatically that we have to be ready to adapt to the new delivery systems. I know for example in Athens, Georgia, where I work, we have to adapt to the home schooling movement. I am told that we have one church in Athens (not a large town) that has 300 families engaged in a cooperative home schooling program. This population represents a substantial group of children who are outside the public education system.

The private educational institutions are growing rapidly. In *Forbes magazine* I discovered a new type of school - the satellite school. Maybe you are aware of the satellite school but, apparently, this is a movement in business and industry to have businesses build public school facilities on their corporate campuses. And *Forbes* magazine cited several examples where this is taking place. The business enterprise builds the school and provides the infrastructure, and the public schools operate the educational program. Needless to say the employees who get to send their children to these schools are absolutely thrilled with the schools and, they are convinced that satellite schools produce a superior educational product.

I have also come to realize in the last couple of years that the vast majority of schooling does not occur in schools. Most schooling in this country takes place in corporate and governmental institutions. I previously thought that we were overwhelmed with students at The University of Georgia, where we educate

approximately 30,000 students a year. I subsequently discovered that there is a little known military base on the Georgia coast, called the Federal Law Enforcement Training Center. This institution trains a variety of federal officers, about 26,000 adults a year. I asked one of the center administrators how they deal with students with reading disabilities. I noted that in a populations of 26,000 adults, the statistical probabilities are such that reading disabilities must be present. The answer that I received suggested that there was a need for school psychology expertise at this institution. Similarly, one of my recent students came to us directly from the Army, where she said that most of her career was spent in a classroom rather than the training ground.

I am convinced that we are being quite myopic if we think of the public schools as our sole or, perhaps, primary consumers. The educational enterprises in this and other countries are not limited to children, nor are they limited to schools as they are traditionally conceived. If Frank Farley is correct, we are going to have to think very differently about how we provide psychological services to children and adults with our particular set of competencies. Of course, I have not yet mentioned the changes in the health care environment that will affect our profession.

The doctoral level school psychologist will have to find a new role in this changed health care environment. And, the specialist level school psychologist or the masters plus certificate level school psychologist have to change their competencies in a different fashion. In some school systems, for example, cheaper providers are being used to supplant the traditional core educational/behavioral consultation and testing services. We are all familiar with the angst and fear associated with these convulsive changes. There are several potential responses to this fear.

Generally speaking, I think that our field is responding to these changes in a belated and haphazard fashion. When I reflect on the work of some of our colleagues and their current practices, I do become confident that we have the potential to adapt to our changing practice landscape. The experiences of Jim and Patty are exemplars of the need to develop new competencies in order to change.

Jim, who offered the aforementioned axiom to me, worked as a school psychologist for a few years. He proceeded to obtain a doctoral degree in school psychology, where he developed interests in program evaluation and community psychology. In graduate school, Jim took advantage of these interests by way of pursuing a major professor with similar interests. Jim worked very hard for this major professor over several years, acquiring these program evaluation skills and community-based intervention skills. In other words, Jim acquired some unique competencies that are typically not central to doctoral programs in school psychology and unavailable in the typical specialist program. He left the school setting and formed a private practice. Interestingly, he serves many children in his practice exclusively through indirect means. In fact, children, parents, teachers, and others usually do not come to his office to receive services. For example, he offers a therapeutic foster care program for children with severe emotional disturbance who are difficult to manage or are unmanageable in home and school settings. They have often been sent to residential placement facilities, sometimes out of state. Jim, working with local school systems, found that they were often paying for expensive residential facilities for these children who were housed at several sites around the country. Jim essentially designed a new service delivery system for these children that allowed them the benefit of staying in a home in their community and saved the school district substantial sums of money. He recruited and trained foster parents, and he hired related services personnel to support foster parents in reintegrating these severe emotionally disturbed children back into the community. Jim also conducts program evaluation research on a contractual basis. He has several state contracts, many of which involve evaluating innovative mental health and educational programs for children and adolescents. If you look among your colleagues, I suspect that you will see a few professionals like Jim. In fact, if our profession is to thrive we need to embrace alternative service delivery models of this nature.

And then there is Patty. Patty earned her doctorate in a school psychology program. She came to school psychology after a successful career as a special education teacher. She became very interested in diagnostic work, especially the difficult cases. She elected to spend two years of her doctoral program working part time in a facility that often deals with

secondary and tertiary care cases. Some of these diagnostically difficult cases included ruling out ADHD in children with leukemia, and the diagnosis of learning disabilities in highly intelligent children. Moreover, because this population tended to have high socio-economic status and very well educated, articulate, and assertive parents, her conclusions were constantly challenged with insightful questions from parents. Upon graduation, Patty took a position in a mid-size school system with about 35 school psychologists. As she entered the school system, there were several pending law suits which alleged that the school system failed to diagnose and treat ADHD. Patty was vital to the process of getting these cases dismissed within her first year of employment. Her work was highly prized by the school system because she saved the system not only legal costs but also the costs associated with hiring expensive consultants to conduct evaluations of the children involved. Because of her value, the school district hired a psychometrist to conduct much of her testing so that she could focus on difficult diagnostic issues, preparation of court testimony, inservice training of other psychologists, and consultation with other psychologists. Patty should have little fear of her job being threatened in the near term by changes in health care or in her educational system.

Patty and Jim's careers are successful in every way. One of the secrets to their accomplishments has been their willingness to engage in continuing education in order to develop new competencies.

Secondly, I want to discuss the two school psychologies that seem to be emerging. The pendulum continues to swing in many aspects of psychology, including the professional identity pendulum of school psychology. During the first 25 years, APA had a Division of School Psychologists, as it was called at the time. And that division seemed to be one of the primary forces driving school psychology and its professional identity within APA. Since NASP was formed in 1969 as an alternative to APA, the next 25 years saw extraordinary growth in NASP, and the number of specialist and masters level practitioners in school psychology in public school systems. Some of my colleagues have cynically said that about 4 or 5 years ago, organized psychology (as represented by APA) rediscovered children and the profession of school psychology.

Now, the American Psychological Association seems to have more focus on child and school psychology practice. There are also many school psychologists who are driving forces within the larger, organized psychology who see their professional identity primarily as psychologists, and secondarily as school psychologists. This association of many of our colleagues with the larger profession of psychology is evident in the positions they have occupied. School psychologists have served as presidents of the National Academy of Neuropsychology, the Section of Clinical Child Psychology, the Society of Pediatric Psychology and, recently, APA.

The group of school psychologists who see their professional identity as primarily that of psychologist is clearly growing. In 1975, there were six APA approved school psychology doctoral programs. As of last year there were about 45 APA approved programs. Consequently, we now have a much larger cadre of doctoral level school psychologists than we had in the past.

In addition, it can be said that the doctorate is no longer adequate for entry into the psychology profession. I discovered this point of view when I attended the 1994 APA conference on post-doctoral education. Increasingly, the one year, supervised post-doctoral experience is the minimum requirement for licensure as a professional psychologist in most states. And, I believe that most of these students in the growing doctoral pipeline of school psychology wish to achieve licensure like their peers in other psychology specialties. The specter of prescription privileges, among other movements within organized psychology, is going to cause further differentiation of the two school psychologies. This will create one cadre of professionals that clearly views themselves as professional psychologists who are peers of members of other popular specialties.

There is another school psychology that views itself as a unique profession; a profession that is not a subspecialty of organized psychology or education, but one that borrows from both fields while remaining independent of each. I submit that this school psychology has its roots with NASP, although the exact professional identity of this profession is ill-defined. One can see subtle evidence of this new identity in

various writings. A few years ago, I received a workshop brochure from NASP which listed several professional groups as the intended audience. I noted that psychologists were listed separately from school psychologists. Additionally, a recent issue of the NASP Communiqué noted an achievement; a separate listing of school psychologists as mental health services providers in a directory which also listed psychologists as providers. This new identity probably has claim of the title, professional school psychologist, given the large number of professionals who are awarded a certificate by state boards of education.

I think that we are clearly going to have the two school psychologies for the foreseeable future. And, the existence of two psychologies has numerous implications for our profession. One implication is that the existence of two school psychologies provides fertile ground for professional disagreement. There are grounds for disagreement over post-doctoral education requirements, licensure for independent practice, supervision issues, training requirements, prescription privileges, services to adults, and school consultation by independent practitioners, among many others. Moreover, a diffuse identity makes it difficult for school psychology to argue convincingly for any point of view. A first step for all of us is to decide on the nature of our professional identity. If we know our identity then we will better understand why we disagree with our peers about some issues. The disagreement does not necessarily emanate from erroneous views, but rather from professional identities that simply are different.

A third point I would like to offer you in this paper is a touchstone for the guild skirmishes that are prevalent these days. There are currently guild skirmishes between organized psychiatry and organized psychology, including debates over qualifications to use the MMPI and prescription privileges. I hope that in these guild battles we will clearly articulate our core values in order to make convincing arguments to legislators and others.

Recently, some school psychologists have been attempting to protect the school psychology guild by building walls around schools. The logic seems to be that if other professionals are precluded by certification, regulation, or legislation from working in the schools, then jobs will be protected. There may be short term gains from this strategy but I think that the effort is conceptually, due to a lack of values, bankrupt. I think that this strategy will lead to continued fighting among mental health and health professionals which will lead to eventual defeat for school psychology. We are likely to be defeated in such battles because we are a small profession with minimal political clout. Furthermore, we can only win such battles if we prove our competence.

I hope that when we start debating our professional identity, service delivery, other issues that may impact our planning for the future, that we do not lose sight of some of our core values. And one of our core values should be competence. If we do not retain competence as our core value, our arguments will be empty. If we say, for example, that we can provide the full range of psychological and educational services for children and adolescents, and we can provide these services better than any other service provider, we will easily be overtaken. We will lose such arguments because they simply do not reflect the value that we place on professional competence. Consequently, legislators and others will eventually see the positions accurately - primarily as attempts to serve the guild. American psychiatry made this same tactical error after World War II. At the time, psychiatry claimed that clinical psychologists were not adequately trained to conduct psychotherapy. Psychiatry's position did not carry the day because it was invalid. Psychologists clearly possessed the necessary competencies to perform psychotherapy. Psychiatry, however, has thrived as a profession by taking on a more biological orientation. Psychiatry recovered by essentially developing new competencies that meet a public need.

I think that rather than, or in addition to, guild protection measures, we have to reconsider our competencies and plan for their obsolescence. These decisions have implications for our graduate school curriculum and our post-graduate school curriculum. Specifically, we must develop competencies that meet important societal needs.

Pediatric psychology, for example, is a competency that is typically not part of the school psychology graduate curriculum. This expertise, however, is highly valuable in many school settings. In Atlanta, for example, one of the scourges in the public schools is sickle cell disease. The psychologists associated with

the Emory School of Medicine and Grady Hospital are sought out for their expertise with sickle cell disease. And pediatric psychologists are providing most of the consultation to public schools because they possess the necessary competencies. They have the expertise to help children adapt better to this disease in ways that benefit the child's educational attainment. If we were to say that there was no need to consult pediatric psychologists because our profession possessed the competencies, I think we would be perceived as dishonest and more interested in protecting our own careers, our own turf, etc. Such claims do not reflect allegiance to competence as our core value.

In summary, I think that all of us are going to have to become Jims and Pattys. We will do so either through our own volition or through mandated changes in the service delivery system. And, with a changed graduate curriculum and education beyond the doctorate, we are going to increasingly engage in consultation, education, supervision, research, and other indirect practices. These new and enhanced roles may be seen as the exception today, but they must become the norm for our practice to thrive. Secondly, there are now clearly two school psychologies. It is important for students to define their professional identity because it will guide their future direction. It will be interesting to see how these two school psychologies get along in the future and cooperate on common objectives. And, it will be interesting to observe if the pendulum swings back to one school psychology in another 25 years. Thirdly, I hope that in our debate about the future of our profession that we do not lose sight of our touchstone, which is our set of competencies. We must select our competencies with care, for they will serve as our map to the future.

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School Psych book 10/98 final 11/9/98 3:20 PM Page 7

School Psychology and Schools: Training and Practice Tracks with No Ties?

Harold R. Keller
Norfolk VA Public Schools

This chapter represents the perspective and experiences of a single individual. As with single-case research designs, there are strengths and limitations to such an approach. The reader needs to bear these in mind. My professional experiences include 22 years as a school psychology educator, with extensive concurrent practice in local schools providing direct and indirect services to schools. In 1990, I became a full-time practicing school psychologist. Then, in 1994, I assumed a dual position as staff development and parent resource specialist in the schools.

Historical Perspective

The text in my first school psychology seminar taken as a graduate student was Susan Gray's *The psychologist in the schools* (1963). In 1963, it represented a futuristic prospective look at the field of school psychology. It is still futuristic today as we approach the 21st century. A cursory examination of the chapter titles indicates that she was concerned about applying psychological and educational knowledge to a particular setting (the school) and to those in and relating to that setting. She was concerned about applying psychological knowledge:

- Directly to problem identification with individuals and with a system/setting;
- To direct intervention with individual students and groups;
- To collaboration with professionals in the system;
- To direct work with the system/setting.

While prevention was not indexed in her book, her Early Childhood Education Project at Peabody College in Tennessee was one of the first serious prevention projects in psychology and education.

One text (among many sources) I used when I taught an introductory school psychology seminar was Jack Bardon and Virginia Bennett's *School Psychology* (1974). They describe a sequence of development of the field that was defined by the kinds of activities performed by school psychologists:

- Assessment;
- Direct intervention with students via counseling, therapy, and/ or skill training;
- Consultation/collaboration, providing indirect services to students and impacting the system/setting as well.

Today, I would add the need for provision of prevention services/programs within and across systems.

We can examine current practices at any of a number of levels -- individual school psychologists, psychological services in the schools, school psychology training programs (doctoral or specialist). I believe that such an examination would find school psychologists, school services, and training programs at each of the stages in Bardon & Bennett's continuum of development. I am certain that, at each of those stages, there are some who believe that the practices they engage in are appropriate and that there is no perceived need to move further along the continuum. Perhaps, as a field, we need to engage in strategic planning with clear vision and mission statements, and, even more importantly, we need *actions* that follow from such statements.

Let me briefly mention certification issues from an historical perspective. It used to be that in many/most states we had to be certified as teachers prior to becoming certified as school psychologists. Now, in most/all states, we can become certified as school psychologists without prior certification as teachers. Having certification/experience as teachers can enhance credibility for practicing school psychologists, but there were good reasons for actively working to eliminate that requirement. At the same time, by eliminating that requirement, have we closed the door in many states/LEAs to school psychologist practitioners assuming positions of influence or power within ever changing educational school systems?

Let me now shift to professional organizational issues. I'll deal with these selectively and with selective perception (n of 1). First, there was APA and Division 16. Then there was NASP, which has served an important guild function, probably a necessary guild function at the time that it first came along and in the initial years. With interorganizational conflicts, the APA/NASP Interorganizational Task Force was formed, and it has been a ray of hope, fostering some level of cooperation around selected issues. While the Interorganizational Task Force appears to be a station, it is not clear how close to the track it is or what its impact on the practice rail has been or might be.

Sometimes, however, we seem to shoot ourselves in the foot, or (to keep with the metaphor) we remove spikes from our own track/rails (e.g., as in the recent experience in Texas). There seem to be multiple perspectives on that event and multiple self-inflicted wounds (Hughes, 1996; Kubiszyn, 1996). I'm probably being too simplistic, but I have difficulty understanding why doctoral level school psychologists who want to work in the schools object to having to get school psychology certification. Certainly, if a school psychologist wanted to deliver school psychological services as a private practitioner, in most places, he/she would have to get a license for private practice. Right or wrong, there is a certain symmetry to that set of realities.

Currently, with economic pressures from AMA and health insurance companies, APA seems to be moving more and more toward becoming primarily a clinicians' guild (for clinical psychology), and school psychology (within APA) seems to be moving toward child clinical psychology and away from schools. We hear statements such as "We're the only discipline with a place in our name" with a clear connotation that must be bad. Interestingly, we used to hear a lot about community psychology, but less as monies for community mental health have declined. There is little money in education generally, and certainly not for school psychology. Some versions of IDEA revision and some economic wizards have proposed doing away with assessment/identification which in many places is the only explicit reason for the presence of school psychology in the schools. So, maybe place designations will die out because of reduced money for the places.

As part of my experience with APA accreditation site visits, I have seen an increasing number of programs with training and internship experiences in settings unrelated or only remotely related to schools. Rationales I have heard vary from "our graduates can do many things and shouldn't be restricted to the schools" to "we can't find appropriate school placements" to "we're no longer interested in placing our students in the schools because they don't provide alternative services" --i.e., let's abandon the schools since they don't do what we want them to do (Hyman, Rosenfeld, & Olbrich, 1994). Now Division 16 and "Doctoral School Psychology" is considering changing its name and marketing this something else and its services beyond the schools (Kamphaus & Conoley, 1996).

Current Perspective

As a school psychology trainer for 22 years, with many of those years involving extensive concurrent participation in school psychology practice, I saw myself as one person helping to move the field toward Susan Gray's vision and along Bardon & Bennett's's continuum to higher level functioning as school psychologists. Since entering the practice field full-time (over the past 7 years), my perspective has changed. More and more I see school psychology in terms of the metaphor of railroad tracks with no ties--on one rail are academic training programs and on the other are practitioners.

While individual practitioners and individual training programs can be found all along Bardon & Bennett's continuum, in general, the two are at very different

places on the continuum. In my view, the differences do not reflect only the lag between cutting edge research and its application. Rather, I think the differences are primarily due (or, at least, due in part) to a lack of ties between the rails. One group (academics) travels along its rail apparently largely unaware of, or minimally addressing, the incredibly complex systemic aspects of the "school" side of our designation as a field. Conoley & Gutkin (1995) stated this well. The other group (practitioners) finds itself not on a single rail (my metaphor broke down), but on a lattice of interconnecting rails with little or no guidance (from journals in the field or from prior or current training) as to how to traverse the complexity confronting them. They understand the concepts and resonate to the need to function at the more advanced stages of school psychology practice, but application is another matter.

In the literature, there have been frequent calls to practitioners to change and to advance along the continuum/track. Such calls to change typically take the Nike approach. The calls are analogous to the inside-the organism attributions of early psychology: to bring about change in our service delivery, practitioners must just do it (!), just change, with no apparent understanding of the setting *or* of the change process. Ironically, such admonitions come from people within a field that has a setting designation in its title (school psychology). Presumably, with school as part of our title, we know something about complex settings and about systems variables generally. See the recent example of Bradley-Johnson, Johnson, and Jacob- Timm (1995). In a response to that article, Tapasak and Keller (1995) referred to these and other academic leaders making similar appeals as "cheerleaders" cheering the players on the field to change (just do it!). Cheerleaders seemed to fit better than "coaches" or "teachers".

Similarly, the recent APA book on how to make psychologists in schools indispensable is full of great ideas in 27 articles and essays. However, I categorized them according to whether the burden for change was placed on the individual psychologist or whether the article emphasized systems change. I classified 22 articles (81 percent) as placing the burden for change on individual psychologists as opposed to five articles (19 percent) placing an emphasis on systems change. Of the 22 articles, there were nine that made a token mention of systemic variables, at least some awareness. There is another sports ad that might be more appropriate than "Just do it!" and that is "Get real!"

Training is often remote from the setting of concern (and seemingly wanting to get even more remote), and there is little or no training on change process within the school setting. There is a clear need for training on organizational psychology, systems, and change process (see Conoley & Gutkin, 1995).

Those on the training rail rarely *join with* practitioners and with schools to bring about change, or more narrowly (even out of self interest) rarely do they collaborate with practitioners and with schools to enhance practicum and internship experiences. Again, Jane Conoley and the Nebraska program represent an excellent exception with their Nebraska school consortium internship. Tapasak and Keller (1995) suggested that having graduate students collaborate with faculty and schools in such change process endeavors would be incredible learning experiences--practica in the change process. Data could even be gathered on the process of change.

Rarely does the professional literature include clear descriptions of the processes by which change has been fostered. Sylvia Rosenfields work with instructional consultation teams is a notable exception (Rosenfield & Gravois, 1996). When journals publish articles on activities further along the continuum (interventions, collaborative consultation; "when" because we still see a preponderance of journal articles dealing with assessment), is there sufficient descriptive information about setting variables that allow the practitioner to consider its applicability to one's own setting? And, if applicable, is the information sufficiently descriptive to enable the practitioner to implement the strategies successfully in one's own setting? I have previously suggested that when intervention and consultation manuscripts are submitted, authors should be asked/required to submit a thorough description of the setting and of the implementation of the intervention/consultation. The descriptions should be reviewed for clarity. Then, if accepted, a note can be added to indicate that readers can request the fuller description of how to implement from the author at duplication cost.

Let me illustrate briefly some aspects of training and

the lack of relationship to practice. The schools often function with a great deal of team decision making. Not only does IDEA mandate team decisions, but other non special education related teams function in the schools as well. How much training and practical experience in team functioning occurs in universities, where team makeup includes individuals of diverse personal and diverse professional perspectives?

How much training is done on assessment relative to intervention, consultation, and organizational/systems level issues and skills (those areas we value and should just be doing)? We continue to train and publish extensively on assessment activities that might well become obsolete because of economic, political, and/or power/influence concerns, or because of data on the lack of relationship between our assessments and interventions (e.g., see the LD and phonetic awareness literature). Many universities have great psychoeducational assessment clinics; how many have consultation or change process facilitator offices or centers?

Future Perspective

Where are we going as a field? Sometimes it looks and sounds like we are abandoning the schools. When one asks where are we going, we need to have goals in mind. Do we have a vision and mission for school psychology as a field? Does the vision/mission include "school?" Training programs do their own thing, districts do their own thing, and individual psychologists do their own thing. This reality suggests we do not have a vision/mission for school psychology.

I'm going to assume it is desirable to have the school in school psychology, or at least a primary emphasis on schooling. Such a notion is consistent with current models of human behavior that emphasize person-setting interactions and reciprocities of influence. As a field, we were psychologically fashionable long before such a model was fashionable. And, the school setting is certainly not an unimportant setting in humans' lives. So, to me, purporting to study and work on problems of psychology (or human behavior) and schools is a high calling.

As I said before, within "doctoral school psychology," a name change is now being considered. I must note there are not large amounts of data that differentiate the skills and/or actual functioning of doctoral and specialist level school psychologists. The latest draft of school psychology specialty guidelines (4/29/96) purportedly provides a vision for a more broadly defined field that incorporates both educationally-oriented and clinically-oriented traditions within the field (Kamphaus & Conoley, 1996). We need to be careful. Sometimes when we try to be everything to/for everyone, we wind up with nothing, with no clear definition of who we are. At the same time, my reading of the latest specialty guidelines draft indicates that it places major emphasis on systems level concerns and schooling, which to me suggests the designation "school psychology." If those guidelines are adopted, I would see no need to change the name of the field.

I personally resonate to Bardon & Bennett's continuum, that suggests collaboration and systems level impact is at a higher level of functioning than direct intervention or a clinical focus. With that belief, then, a vision statement would aim toward the highest level, not suggesting co-equal status. Consistent with a person-setting interaction model, clinical skills and a clinical focus are important, but only as they relate to person-setting interaction.

Further, our doctoral school psychology colleagues (or at least those in academia and possibly those outside of schools) urge not only a name change and vision statement, but also an intensive marketing strategy to sell ourselves and our new name. That sounds like a strong guild-focus (as opposed to a professional vision), and this was stated in an article that speaks pejoratively about a limited guild-focus (Kamphaus & Conoley, 1996).

Personally, I'm not interested in guild issues, though I recognize that they're important. There are other more substantive issues with a vision and a mission. That is, *specific strategies for attaining the vision/mission are needed* (not just marketing). Marketing without the means to deliver represents empty promises (fraud). We have not delivered with "school" in the name; that is, we seem to be abandoning the schools before we have seriously addressed the school as a system. Why should we believe we'll deliver in all these new unspecified areas? Let me try another analogy. In school, if we focus on behavior, we influence behavior, but we may or may not influence academics. If we focus on academic skills, we influence those academic

skills and likely behavior as well. Similarly, if we focus on guild and marketing strategies, we may get short-term gains for the field, but not attain our educational vision (I think that has been a problem with NASP). If we focus on the educational vision, we can attain the vision (serve children, families, and schools), and likely enhance the field.

If the assumption is made that it is desirable to have the school in school psychology, then training needs to address psychology *and* schools *and* the change process, and how we can be important and integral parts of the change process and ongoing school functioning. We cannot assume that we'll be important and integral parts of the change process and ongoing school functioning merely because we have important psychological knowledge and multiple skills that *we* judge (and truly are) important to schools and to schooling. We are outsiders in the schools, often with different language and different goals and different modes of operation than educators. One part of change is to speak the same language. Our language sometimes sounds elitist and puts off educators.

In addition to developing and applying training that seriously addresses schools and systemic variables along with our psychological knowledge and skills (training that lays down the ties between the rails), I think we ought to consider encouraging some of our school psychology students to concurrently get certification in educational administration, so that we can have people with psychological knowledge and skills in positions of power and influence within the schools--as principals and central office administrators (beyond directors of psychological services, who are often outside of the loop as much as the practitioners in the schools). As you can see, my suggestions for the future involve looking to the past. We need to look to Susan Gray (1963) and to dual educational certification.

The need for such a set of influential voices is indicated through a cursory examination of some of the "hot topics" in education. Inclusion is a set of practices that clearly needs input from data-based problem solvers (purportedly a strength of school psychology programs and what school psychologists should be doing). Inclusion is often driven by economics and/or personal beliefs (pro or con). Morally and philosophically I am pro inclusion. Data indicate that successful inclusion is done with an incredible infusion of resources and continuous monitoring and on site support to ensure success. Indeed, many successful inclusion programs appear to be primarily those initiated and implemented by university researchers, involving resources that districts often do not appear ready to commit on their own in a continuous manner. We need real partnerships among universities, communities, and schools; partnerships that are ongoing and that extend beyond implementation and publication of short term results. In spite of the tremendous need for such partnerships, implementing real partnerships is difficult. One systemic obstacle is that state legislators often pit higher education against public K-12 schools -- all competing for a small piece of the pie.

Another area or hot topic is health psychology and the incorporation of psychological services into or with the schools from the community or private sector, especially for our largely ignored children with emotional/behavior disorders. Nicholas Hobbs suggested this (along with social services in the schools as well) a long time ago. Currently, the motivating force again appears to be economics, rather than service to children/youth/families. Many psychologists from the private sector are frantically trying to find additional sources of revenue as the AMA and HMO's reduce private psychologists' pieces of the pie. Many of those psychologists are (or would be) happy to jump to the school setting. At risk of overgeneralizing, many private practitioners don't have an understanding of schools and systems variables. Guidelines for child clinical programs in APA mention in a token manner the importance of understanding the school setting and IDEA.

Interestingly, a possible benefit of school psychologists abandoning the schools is that those ex-school psychologists might provide such health services. So service providers presumably would have knowledge and skills concerning individuals and the school system. Though I must say, don't bet on our colleagues in clinical psychology welcoming us into the private sector (for that rapidly diminishing economic pie); in many states, they still control the licensing process and they certainly don't value the training title school psychology. My paranoia (and guild concerns) make me ask why are they cooperating

with Division 16? Are they requesting school psychology's money and participation in the APA Practice Directorate in return for access to the schools. In the best of worlds, the more psychological help the better. But clinical psychologists know about schools and systems variables far less than we do, and we don't all do well with systemic issues either. In my experience, many ex- school psychologists behave in such a manner that I can't detect prior training on person and setting variables. Indeed, some seem to try to hide their prior association with school psychology (much like individuals with disabilities sometimes hide their disabilities if they can).

On a more positive note, we need to establish real partnerships to address health psychology issues with children. We not only need to establish academic and APA partnerships, but partnerships that include the real players -- practitioners (school and clinical) all as co-equals. We need more training in teams and in systemic variables, in prevention, in health issues, and one stop, multiple-service settings with real wrap-around services.

Again, in *summary*, we need to keep our focus on the school and schooling, seriously addressing systemic issues. Academicians need to join with those systems through meaningful partnerships. Practitioners should become influential members of the system (i.e., by getting additional credentials). Certainly, we need to expand our range of services, because other societal systems impact the child-school interaction. However, we need to address those systems only as they relate to our central focus -- the child-school interaction and schooling process.

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School Psych Book 10/98 Final 11/9/98 3:47 PM Page 13

School Psychology: A Good and Plausible Future

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Is school psychology a hodge-podge profession? Do we seem to do a little bit of this, and a little bit of that, with no coherent orientation or purpose? We seem to do a lot of the same things that school psychologists were doing 50 years ago. We've also taken on new roles and new responsibilities, often with no real coherent organization, orientation, or, in Randy Kamphaus's words, no real touchstone. Interestingly, Jack Bardon expressed the same sentiment almost 15 years ago, although much more eloquently than I:

> School psychology has not developed from something into something else over the years, as a child matures into an adult, retaining basic characteristics but looking different... It has grown by accretion, in layers, one on top of the other, retaining the old while adding the new. The title 'school psychology' that is used to describe this accumulation of duties, functions, roles, and persons includes a wide array of activities practiced by persons with differences in competence, knowledge, acumen, aspirations, and expectations. Like a wedding cake of different flavors, it is recognizable as an entity [only] as long as all the layers are held together and the symbols of unity, the bride and groom (school and psychology), are placed on top (Bardon, 1983, p. 185).

Basically, what Bardon said was we all have these different duties: assessment, consultation, counseling, intervention, research, and that very often they seem to have grown up, not as the maturation of a profession, but as the addition of duties here and there. And you hear the same story when you ask school psychologists, "What do school psychologists do?" They will often list many duties, without any coherent statement of what school psychology is. These different functions seem quite disconnected. Bardon used the analogy of a wedding cake, in which each layer was a different shape and a different flavor, and the only reason you realize that it's a coherent entity, a wedding cake, is the fact that there are a bride and groom, school and psychology, on the top.

Sometimes I wonder how much we have progressed, and I'll bet you do too, since 1983. But I only do that when I'm in a cynical mood. In fact, I really do believe that we have made a great deal of progress. That progress may not be direct, or fast, but I believe we have made progress. I'm sure you have all seen the *Family Circus* cartoons that depict the routes taken by Billy in going from one place to another. Our progress in school psychology is similar to Billy's progress. We are moving in the right direction from 1983 to today, but that progress is not without some second starts and some turns in the wrong direction.

What is Our Purpose?

I don't think we are making progress directly or quickly, but I believe we are generally moving in the right direction. What, then, is the right direction? I think we're starting to figure out what school psychology is and what our purpose or touchstone is. We may not be doing so explicitly, but I think--I hope--that we are starting to put those hodgepodge duties into perspective. Furthermore, an understanding or statement of purpose will help us to do so even more.

Ironically, that purpose was, in my opinion, best articulated by Gil Trachtman more than 15 years ago. Trachtman talked about school psychologists as enablers:

> School psychologists may work directly with teachers to help them become better teachers--they may work directly with children to help make children more educable--they may work with parents in order to have an indirect influence on the child's educability--or they may work with administrators to help improve the educational setting for the teacher and pupil. They may do assessment, consultation, counseling, in-service, intervention, research, or therapy. Their goal, however, must always be the better education of the child. Such watchwords as 'mental health,' 'emotional well-being,' and 'personality adjustment' are not the goals, as they are for clinical psychologists or psychoanalysts. For school psychologists they are merely stepping stones toward the ultimate goal of education (adapted from Trachtman, 1981, p. 144).

In essence, according to Trachtman, the purpose of school psychology is to enable children, youth, and adults to profit from their education.

Often, when my students read this statement, they react, "Hey, wait a minute, does that mean we should not be involved in activities that don't have an explicit educational focus? Does that mean we shouldn't be doing counseling? Does that mean we shouldn't be doing...(fill in your favorite professional activity)." No. What this statement means is that we need to keep in mind why we are doing an activity. And, we need to keep in mind this enabling role, and our purpose of enabling children to become educated, enabling children to learn. And, we need to think about our different roles and duties, and the extent to which they fulfill this purpose; the extent to which they enable learners to profit from education.

What, then, about the role of assessment? Certainly, assessment is a relevant role for school psychologists, if our purpose in assessment is to help students to learn more effectively. How about consultation? Certainly, when consultation is related to academic problems, it is directly related to this purpose. But consultation also fulfills this purpose when teachers have problems that get in the way of effective teaching and when the focus of consultation is working to ameliorate those problems that prevent effective teaching and learning. How about counseling? We've all worked with students who have personal problems that get in the way of learning. Suzie may have problems with social skills that are making her an outcast and are--as far as she is concerned--making education and learning irrelevant. We need to ameliorate those problems to enable her to profit from her education. How about intervention? Certainly, academic interventions fit perfectly with this purpose. But social, emotional, and behavioral interventions also fulfill this purpose when they enable children to better profit from their education.

Why do I believe this purpose is particularly important? First, I don't think that this purpose excludes any of the activities pursued by school psychologists. Second, I believe this purpose recognizes the primary purpose of schooling and education, and that purpose is learning. Third, I believe a purpose, whatever purpose, can help organize our activities and organize our thinking about what we *should* be doing. If you envision our purpose as a large circle, as shown in Figure 1, then we can think of our various duties and tasks as smaller circles within this large circle. Viewing

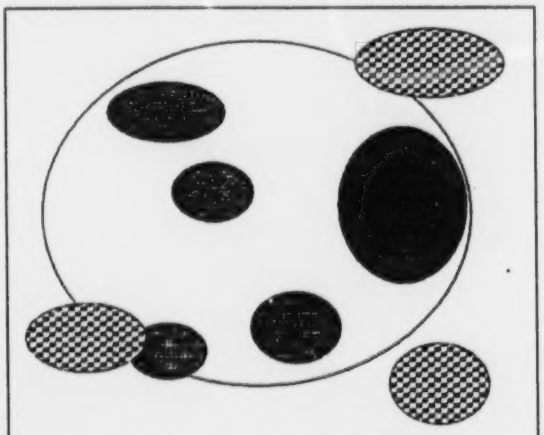

Figure 1. The purpose of school psychology (large circle) should encompass all our roles.

our roles in this manner should help us prioritize our activities, and should also help us evaluate new roles and responsibilities. If those new roles and activities are outside our central purpose (the thatched ovals), we should think twice before we take them on. At the same

time, there may be blank areas within our larger purpose; roles we could be fulfilling but are not. For example, if one role is assessment, and another research, between those smaller circles may be a blank space, an unmet need: the need for program evaluation.

Obviously, I believe this purpose, as explicated by Trachtman, is a good one. If you don't buy this purpose, however, I urge you to think about what you believe is the purpose of school psychology. I believe having a purpose will add purpose to the roles that you fulfill.

Evidence of Progress

I've argued that this purpose, as articulated by Trachtman, is the right direction for school psychology and I've also said I believe we are moving in the right direction. You may or may not agree. You may also wonder what evidence I have that we are moving, however slowly, however indirectly, in the right direction. Where's the data? What follows is what I see as hopeful signs that school psychology is moving in that direction.

First, we seem to be more and more and more concerned with the issue of *pre-referral interventions.* Perhaps the reason for our focus on pre-referral interventions is the simple fact that we must change the way we deliver special education services, but whatever the reason, I think the focus itself is positive. And, I think it's one that should be nurtured because I believe a focus on pre-referral interventions forces us--and others we work with--to focus on what we can do to help the child profit from his or her education. What do we do to improve this child's education? What can we do to enable the school to perform its duty of education?

I believe our growing interest in *interventions*, in general (not just pre-referral interventions), is even more positive. Again, a focus on interventions for students with learning needs is a step toward enabling students to profit from their education.

I see our current focus on *curriculum-based* assessments and *alternative* assessments in the same positive light for the simple fact that proponents of those methods continually ask whether or not the methods we're using have treatment validity. What do we mean by treatment validity? One way of thinking about treatment validity is that it is a way of asking whether these methods make it easier for us to enable children to profit from their education.

Occasionally, school psychology seems to notice kids who *don't qualify for special education.* It seems bizarre that children are referred to us for learning problems; we do some sort of assessment with them and when they don't qualify for our in-place intervention (special education), they go right back into the regular classroom where they have those same learning problems. *These* are the kids with which we should be working; *these* are the students for whom we can make a difference! Perhaps it's just cyclical, but it seems that we are again starting to notice these students.

Our continued focus on *consultation* is healthy because it forces us to work with teachers on the problems that they believe are important. Those problems are most commonly related to how we can enable children to profit from their education. Trachtman argued that teachers are the most central players in fulfilling the purpose of schooling (education) and that all the rest of us--principals, janitorial staff, psychologists, counselors--are enablers.

I think the *inclusion* movement *may* be a step in the right direction. If psychologists are routinely involved in the development and evaluation of inclusion programs, I think that inclusion programs will be a step in the right direction for school psychologists who are on this path of becoming effective enablers. On the other hand, if we turn the inclusion movement over to special education and give up any stake in it, I think we have just trivialized ourselves.

As an aside, before inclusion became a hot topic, the state of Iowa was contemplating something that we would now call inclusion. What they were thinking about doing in the early 1980s was moving mildly-handicapped students back into the regular classroom. The State Department of Public Instruction had a novel idea: they decided to ask regular education teachers how they could do this integration more effectively, and what would help them in this process! I helped the State devise the survey and analyzed the data. What was of most interest to me was several questions that we asked about school psychologists. When we asked teachers who currently provided the most assistance to them in working with students who have mild learning and mild behavior problems, school psychologists were pretty low on the list. But when you asked those same teachers who *could* help them deal with children who have mild learning and mild behavior problems, school

psychologists were at, or close to the top, of the list. They perceived us as having the skills to help them, but they didn't see us as providing that help at the time. I certainly hope we haven't let those teachers down as they traveled down the road to inclusion.

What We Need to Do

To summarize, I think there are indications that we are moving in a positive direction in school psychology, and I define that direction as did Trachtman, as being enablers. I also think, however, there are some things we need to do--or need to stop doing--if we are going to continue to move in the right direction. First of all, we need to stop some of the silly debates in which we seem to engage. For example, I think we need to stop arguing about what type of assessment--norm-referenced, portfolio assessment, curriculum-based assessment, you name it--is best. I think the whole debate is foolish. It is like arguing which tool is better, a hammer or a screwdriver. Sort of silly, isn't it? They serve very different purposes, and are useful, if you use them for that purpose. I think different assessments are like different tools, and they perform different functions and are most useful for answering different types of questions. I don't know about you, but I like to have as many tools as possible available to me. I would argue that our recent debate over changing our name in school psychology is also an unnecessary debate that distracts us from making progress.

We also need to realize that different types of assessment tools are not separate, categorical methods. They are not a hodgepodge, just like our duties should not be a hodgepodge. Instead, I see these assessment tools as part of one, overarching quest for knowledge and understanding. There have been statements that assessment leads to placement, or assessment should lead to prediction, or assessment should lead to treatment; as if there is a direct, non-stop process and assessment should lead directly into these different sort of outcomes. I think this notion is fallacious because the purpose of assessment is to develop an understanding of students. Assessment should help us develop an *understanding* of students' learning environments, their family environments, and all the other things that we need to know in order to get an understanding of these students. Only when we have that understanding can we make decisions about placement, or treatment, or can we make predictions about progress (Figure 2). If the purpose of our assessment is understanding, then all the things that we do to understand a student, the family, the educational environment, are part of assessment. A chat with Johnny's teacher about his progress in math, an observation of Johnny on the playground, or a review of his records, constitute a part of your assessment, because all of those help you *understand* Johnny, his interactions in his learning environment, his social environment, and his home environment. Those assessments help us develop a conceptual model of Johnny and we use that model to help plan intervention, placement, and treatment.

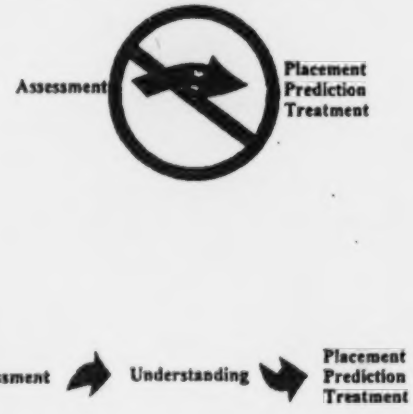

Figure 2. Assessment does not and should not lead directly to placement, prediction, or treatment. Instead, assessment should lead to understanding, and understanding, in turn, should lead to these various outcomes.

Another thing that we desperately need to do is to better understand how all the various things we do fit together and serve one purpose. For me, those roles come together most cleanly when we develop interventions (to enable children to profit from their education). You may think of assessment, consultation, intervention, and research as very separate, disparate entities. You do some assessment, you do some consultation, you do some intervention, you might read through research; but they don't seem to be connected to one another. If you think that, then those roles

probably will *remain* separate and disparate. These *should not* be separate because research leads naturally to intervention, consultation leads naturally to intervention, and that all these parts are interrelated.

Think about what we mean when we talk about research in this context, research in the aide of conducting an intervention. What I mean by research in this context is what we do as psychologists as *consumers* of research (Keith, 1995). When we read research as we develop an intervention, what is our purpose? Our purpose is to try to understand what affects the intended outcomes. For example, if we are developing an intervention to improve learning, we read research to understand what things affect learning. Does "x" affect learning? For whom does it affect learning? How much does it affect learning? Under what conditions does it affect learning? When we talk about research in the context of developing interventions, that should be our focus.

What is assessment? Assessment is simply an attempt to understand the status quo. Assessment is our attempt to understand the child, the child's learning environment, and the child's social environment. We also seek to understand the status of other things that may affect learning as an outcome; this, too, should be part of assessment. What is consultation? Consultation is the process by which we develop an intervention. Consultation is often the process by which we deliver the intervention as well. Essentially, consultation defines how you work. Finally, we can think of the intervention as the product: what we do, who will do it, how it will be done.

I trust that if you agree with my definitions of these different aspects of an intervention, that you will also agree how intertwined these functions are (Figure 3). I certainly hope that the interventions that are suggested by the research we read will affect what we then assess. If we are reading research about homework and its influence on learning, I hope that will influence us to assess the current homework demands, current homework practices in the school, and current homework completion by the child. Our assessment should also affect the research we examine. Assessment should suggest to us possible avenues that are ripe for intervention and thus should affect the research that we read and use in developing interventions. Consultation will undoubtedly affect our intervention. The process of consultation will affect both the content and the effectiveness of our intervention. Assessment will affect consultation, and vice-versa. Finally, intervention should lead back into assessment; we should assess whether our intervention was effective. Far from being unrelated, our various roles and functions should, in fact, be intimately related to one another.

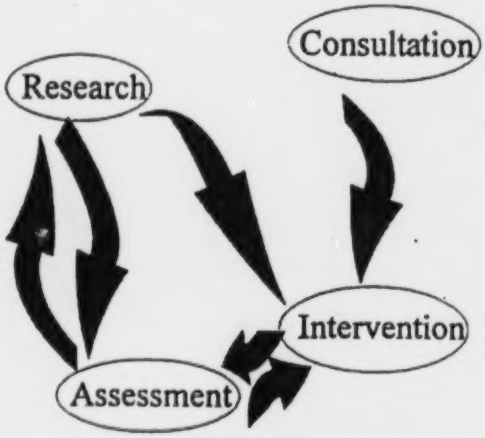

Figure 3. Our various activities should not be separate, compartmentalized endeavors. Instead, each should lead to and support the other.

I discussed the interrelations among our roles as they relate to interventions, but what about some of our other activities, such as counseling, or placement in special education, or in-service education? What is counseling if not an intervention for children with social or emotional issues? What is special education placement if not an in-house intervention? And what is in-service if not a school level intervention? I certainly hope that any in-service we do is also a product of research about what things are effective, our assessment about what is needed in the school, and our consultation with administrators and teachers about what they want to learn. Again, our various roles should be intertwined.

Another thing we, as a profession, desperately need to do is *evaluate* our interventions and treatments. And, we need to evaluate all our interventions, whether they be academic, special education, counseling, social, or any other type of intervention. This need applies to all psychology, not just school psychology. Basically, how

School Psych Book 10/98 Final 11/9/98 3:28 PM Page 18

can we expect anyone to believe that what we do works if we don't even bother to evaluate our own interventions? We have the tools to do such evaluation; single case research designs, although they were developed in behavioral psychology, can be used to evaluate the effectiveness of virtually *any intervention*--individual or group; it doesn't matter. I think we need to make such evaluation a consistent part of our treatments. I would argue that it is unethical not to.

Roles We Should Fulfill

If our purpose is to enable children, youth, and adults to profit from education, then there are also some roles that we could be fulfilling that we often are not. Randy Kamphaus noted that learning and education increasingly are taking place throughout society outside the confines of public schools (Kamphaus, this volume). Education takes place in universities, in the military, in business, in hospitals, and in homes. School psychologists can and should be enabling children, youth, and adults to profit from education in those settings as well. Increasingly, students with learning problems are entering college. I can't think of a group with more expertise in developing individualized interventions for students with learning problems than school psychologists; we're the ideal professionals to be working with college students who have learning problems. We can help design educational programs for business and the military, and school psychologists would be the ideal professionals to help students who are having learning problems in those situations, and enable them to profit from their education. There are plenty of parents who want help in improving their children's learning, and who would willingly pay for such services if they knew they were available. Finally, children in hospitals for extended periods need to continue their education. They often need modifications and a liaison with their school. School psychologists would again fit this role well.

School psychologists are also the ideal professionals to be involved in program evaluations. Schools start new programs--inclusion programs, developmental kindergarten, banana splits, and on and on--but we rarely bother to collect data to determine whether those programs work! Again, I just can't see that as ethically defensible. We're spending a great deal of money on these programs. If they don't work, we should spend that money on something that does work. If those programs do work, we need to know that, as well. Just as we need to assess the effectiveness of individual interventions, we need to assess the effectiveness of these group interventions.

Summary

I believe that school psychology is moving in the right direction, however slowly. I think that if we keep moving in that direction, our future is rosy, and our value will continue to increase. I also think that there are plenty of things we can do to derail that progress--turn our backs on assessment, ignore learning as a focus, or a multitude of other mistakes--but generally, I believe we are making progress.

If we wish to avoid becoming a hodgepodge profession, or a stepchild of some other profession (e.g., clinical psychology, special education), we need to focus on the purpose of our profession. I believe that one of the most coherent purposes for school psychology was articulated by Trachtman (1981): school psychologists should enable learners to profit from their education. Whatever our purpose, the simple act of articulating a purpose allows us to determine whether the various jobs we do are central or peripheral to our mission. The articulation of a purpose also allows us to expand our profession in ways that are consistent with our purpose and with our expertise.

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School Psych book 10/98 final 11/9/98 3:21 PM Page 19

Should School Psychology Exist? Implications of Prevention, Research, and Training

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I have been involved with the field of school psychology for just over 30 years. Some of the most important influences throughout my career have pointed toward the unparalleled potential for affecting positive change in children's lives through schools since this is the one institution that includes virtually all people in society regardless of socio-economic level (e.g., George Albee, Gerald Caplan, Emory Cowen, Ira Iscoe, Phil Mann, Beeman Phillips, Seymour Sarason, Gil Trachtman). In this context, these early influences led me to develop the belief that school psychology was the professional discipline in psychology that offered the greatest potential to contribute positively to society and that primary prevention offered the approaches to psychology with the capacity to achieve these goals.

When I was asked to write this paper, the charge was to address my perspectives about the future of school psychology. I interpreted this as a unique opportunity to reconsider my views about school psychology. Since the application of primary prevention principles in school settings has provided the basis for most of the research and applied work that I have done in this field for three decades, I decided to approach this task from a personal perspective. This task forced me to raise basic questions about my own approaches to practice, and the process of writing this paper was not always comfortable. However, this also forced my attention to a basic question that I believe deserves serious consideration by those interested in the application of psychology in schools: should school psychology exist? The purpose of this paper is to examine this question by raising issues based on my personal perspectives about school psychology and primary prevention developed over the past 30 years. These issues have implications for school psychologists involved in practice, research and training, and can help develop ideas for mapping the future of the field of school psychology.

A Framework for Addressing Questions About the Future of School Psychology

To address questions about the future of school psychology, I found it helpful to use a framework based on some issues that I believe are necessary as a basis for this discussion. These issues include the impact of culture and society on school psychology and the distinctions between school psychology and psychology in the schools.

Impact of Culture and Society on School Psychology

The professional literature and newspaper accounts of problems confronted by children in today's society suggest that society presents an enormous range of stressors and problems that threaten the emotional adjustment, cognitive development, learning, and physical growth and health of children. It is beyond the scope of this paper to examine each of the stressors that threaten our children, however, some of the commonly discussed factors include "....alcohol abuse, AIDS, behavioral problems, child abuse, divorce and other family problems, drug abuse, gangs and violence, latch-key children, learning problems, malnutrition,

obesity, poverty, pregnancy, psychopathology, sex-related problems, smoking, suicide, and stress-related diseases like headaches and ulcers" (Meyers & Nastasi, in press, p. 2). These problems have a range of negative consequences for children, including long term implications such as death or serious illness, incarceration, hospitalization, dropping out of school, and inadequate (or lack of) jobs, etc. (Meyers & Nastasi, in press). These problems are of sufficient magnitude that it is virtually impossible for schools and communities to respond adequately without a dramatic increase in resources and it has been noted that substantial numbers of children with learning or adjustment problems do not receive the services that they need (e.g., Alpert, 1985; Carlson, Paavola & Talley, 1995; Meyers & Nastasi, in press).

These data add support to the conclusion reached years ago by George Albee (1968), indicating that individual treatment models are not capable of reaching a sufficient number of those people in our society requiring mental health intervention. The large number of individual learning and adjustment problems in our society has always provided a strong rationale for preventive approaches to psycho-educational intervention, and the growing societal problems facing today's children and youth reinforce this need (e.g., Caplan, 1964; Cowen, 1977; Meyers & Parsons, 1987; Meyers, 1989; Meyers & Nastasi, in press).

Distinctions between School Psychology and Psychology in the Schools

Throughout my career, I have been concerned that legal mandates, bureaucratic regulation, school psychology's over-emphasis on assessment, and the field's tendency to focus selfishly on guild issues rather than the needs of children have dominated our neophyte profession. These are not new issues and have been discussed repeatedly in the school psychology literature (e.g., Bevan, 1981; Hyman, 1979; Trachtman, 1981). I will discuss some of these issues briefly in this section in an effort to give a personal account of some of these issues which have been particularly important in my developing conceptualization of the field of school psychology.

Bureaucratic/legal/judicial regulation of the field

About 20 years ago, in a debate regarding the "future" of school psychology, Irwin Hyman was asked where school psychology was going. His prophetic response was that school psychology was "going to court." Subsequently, court decisions have had dramatic effects on the delivery of psychological and special services in schools (e.g., Bersoff & Hofer, 1990). Legislation and regulations for implementing legislation have also had dramatic effects (e.g., Bersoff & Hofer, 1990). Similarly, national organizations such as the American Psychological Association, National Association of School Psychologists, Association for Professional Psychology Internship Centers, the National Health Register, state boards for licensure in Psychology, and state departments of education have established regulations that set the parameters for training in school psychology. While the intent may have been to improve the quality of services for children, the result has been an increasingly rigid and limited approach to training and service delivery which is not responsive to children's needs. The survival and success of the field of school psychology requires effective approaches to overcome these limitations. Moreover, the solution of these problems has not received sufficient attention in the literature associated with school psychology.

Guild issues vs. the needs of children

The field of school psychology has been characterized consistently by intense attention to a range of guild issues that have appeared to ignore the best interests of children. The National Association of School Psychologists was formed while I was a graduate student and it emerged because the American Psychological Association was viewed by many school psychologists as meeting the needs of doctoral level school psychologists while treating those without the doctoral degree as second class citizens. The National Association of School Psychologists has had many positive effects on the field, however, it is unfortunate that school psychologists continue to fight about these issues rather than concentrating their energies on working together to solve the numerous problems faced by school-age children.

Guild issues have also dominated the discussions of the American Psychological Association as the school psychologists in this organization have worked

tirelessly to differentiate school psychology from other specialties in professional psychology. This has led to recent discussions among members of the Division of School Psychology of the American Psychological Association about whether or not our name should be changed so that there would be a merger between school psychology and child clinical psychology (Hughes, 1995; Kamphaus & Conoley, 1996). Personally, I oppose this proposed shift because I believe that it is fundamentally important to maintain an emphasis on educational settings and on how they contribute to the learning and development of students. However, regardless of the merits on either side of these arguments, the point in mentioning this here is that once again school psychologists are devoting substantial energies to the wrong questions. Rather than focusing on guild issues, we should be addressing the needs of children (Meyers, 1988). In the long run, this will be more effective in maintaining a role for school psychologists. As implied above in the section on bureaucratic/legal regulation, I believe that the accrediting bodies that oversee academic and internship training in school psychology and professional psychology also serve the needs of the profession rather than the needs of children. Over the years many authors have focused on this distinction between guild issues and the needs of children. For example, Bevan (1981) and Peterson (1981) presented two excellent papers on this issue at the Spring Hill Symposium on the Future of Psychology in the Schools, which are still relevant today.

Over-emphasis on assessment

Despite efforts to focus on counseling/therapeutic interventions (Kazdin & Johnson, 1994; Prout, Alexander, Fletcher, Memis, & Miller, 1993), consultation (Gutkin & Curtis, 1990; Meyers, 1995; Meyers, Parsons & Martin, 1979) and prevention (Meyers, Gaughan & Pitt, 1990; Meyers & Nastasi, in press), the field of school psychology has maintained a major focus on assessment. This has resulted from numerous factors including beliefs about the role of school psychologists held by teachers, educational administrators, parents and school psychologists as well as various bureaucratic regulations. For example, *Public Law 94-142* was viewed by many as helping to promote the field of school psychology because it was followed by a dramatic increase in the number of school psychologists hired in schools. However, this legislation was also followed by an increased emphasis on special education and related assessment and paperwork in the role of school psychologists (Goldwasser, Meyers, Christenson, & Graden, 1983). Thus, we may have created jobs for school psychologists while reinforcing a role that can not provide the help needed by school children.

Because I spent many years on the school psychology faculty at Temple University, I have had numerous opportunities to discuss these issues with my friend and colleague Irwin Hyman. Irwin consistently points to the importance of assessment because it represents the unique role that school psychologists can play in schools when compared to other educators and pupil personnel workers. For example, school psychologists are the only school professionals who have the qualifications needed to administer individual intelligence tests and certain personality instruments. This argument suggests that school psychologists need these unique skills to maintain their role in the schools. In contrast, I have long believed that this is the wrong focus. Instead, we need to consider how our services influence the learning and adjustment of children. If school psychologists' roles are protected because they use approaches that do not lead to effective services for children, then questions will inevitably be raised about whether school psychologists should continue to be employed. Instead of seeking to protect our presence in schools by holding on to, and emphasizing the assessment role with no concern about efficacy, I believe that methods should be used that have the potential to provide the most effective services to the greatest number of children. In the long run, we will protect our role in schools based on the effectiveness of our services and our ability to inform educators and parents about how to achieve such success.

In this context, it may be useful to consider the development of the school psychology field as an emerging profession. Bevan (1981) differentiated between those school psychologists who function as professionals and those who function as technicians, and argued that a professional focus of the field was necessary for its continued growth and development. His perspective is still relevant today:

"It is the habit of all professions, as they emerge, to define and redefine not only the arena and nature of

their services but, also, the perspectives from which they view both these services and the world in which they serve. The attitude, indeed, is one of the fundamental differences between the professional and the technician who simply exercises a skill at the direction of another. It is the difference between the physician and the physician's assistant, the engineer and the mechanic, the nurse and the nurse's aide, and the psychologist and the psychometrist.....A second difference between the professional and the technical specialist lies in the fact that the definition of quality of performance for the professional goes beyond consideration of technical competence to the exercise of considered professional judgment." (Bevan, 1981, p. 133)

Approaches to Promote an Optimistic Future for School Psychology

Many issues could be raised with implications for a positive future for the field of school psychology. I have selected to focus on three of these issues which I believe are particularly important. These include a focus on primary prevention, the integration of theory, research, and practice, and the reconceptualization of training. Readers are referred to other sources for more detailed discussion of some of these issues (e.g., Meyers, 1988; Meyers, 1989; Meyers, 1995; Meyers, Brent, Faherty, & Modafferi, 1993; Meyers & Nastasi, in press; Meyers & Parsons, 1987).

A Focus on Prevention

The prevention parable is a useful approach to clarify the potential of a preventive framework in the delivery of psychoeducational services to children at risk of developing learning and adjustment problems. I was first exposed to a version of this parable developed by Adler (1978), and an adaptation of this parable is presented below in an effort to focus specifically on school psychologists:

> A group of school psychologists were having a picnic at a beautiful park with marvelous facilities, including a range of athletic fields, a rustic tree filled setting, picnic tables, and equipment to facilitate controlled fires for barbecues. The park was located along the banks of a picturesque, fast flowing river which had extensive trails for hiking. These school psychologists were present on a sunny day in the summer and were enjoying talking, cooking, eating, volleyball, tennis, hiking, and nature. At one point, after a group of the school psychologists had gone to hike along the bank of the river, a commotion developed. A number of additional school psychologists went quickly to the river bank to determine the nature of the problem that was causing the turmoil. It turns out that the psychologists had discovered the body of an unknown person floating quickly down the river. Since school psychologists are committed to providing help to the community, a group was formed to rescue the person in the river. A line of school psychologists waded into the water, holding hands so that they would not be dragged into the river and the psychologist who had gone furthest into the water grasped the body and brought it to shore. As a result, these school psychologists were able to save this person. They were very pleased with their success, and just as they were about to celebrate, one of their party noticed that several other bodies were floating downstream in the center of the river. What was worse, this school psychologist noticed that these bodies were being carried to a steep waterfall where they fell to their deaths on the rocks at the bottom of the waterfall. This heightened the concern of the school psychologists who reentered the river in an effort to remove these floating bodies from the river. However, as hard as they worked at this difficult task, they were only able to rescue one of every 10 bodies that was floating by in the river.
>
> After an hour of attempting these rescues, a subgroup of these school psychologists walked out of the river and began wandering along the bank of the river. This incensed those school psychologists who remained in the river working hard at their noble task, and the leader of the rescuers shouted: "What are you doing? How can you leave these people in the river? Where are you going?" One of the deserters turned back to the rescuers and responded: "We're going upstream to find the son of a bitch who has been throwing all these bodies into the river." (Adapted from Adler, 1978).

This parable has several implications for prevention. If the school psychologists can travel upstream to find what is responsible for placing all of these bodies in the river, it might be possible to prevent bodies from going

in the river in the first place. This would prevent the need for the crisis orientation and the individual approach to intervention that seemed to be required at the picnic. Applying these ideas to psychologists in schools, it appears that methods are needed to prevent the development of the large numbers of learning and adjustment problems faced by children in schools. Thus, instead of relying primarily on a one on one model of individual intervention, preventive approaches could free psychologists to work more effectively when crises do occur. This is the conception that I believe should underlie all of our efforts as school psychologists and it has formed the basis for most of the research and applied work that I have engaged in as a school psychologist. The following discussion is presented to elaborate on these ideas about prevention.

Prevention as the framework for consultation and school psychological services

Gerald Caplan introduced the preventive framework to psychology in his book on prevention when he differentiated between primary, secondary and tertiary prevention (Caplan, 1964). That framework has been expanded to clarify the definition of primary prevention as well as distinctions between primary and secondary prevention (Meyers & Nastasi, in press). The result is a framework that includes four approaches to preventive services: primary prevention, risk reduction, early intervention, and treatment.

Primary prevention considers approaches that seek to prevent an entire population from developing a learning or adjustment problem and would be addressed to an entire school, an entire school district, an entire community, etc. Primary prevention strategies generally seek to build the skills of all individuals in the setting of focus and/or to use methods designed to modify the environment of the entire organization (Meyers & Nastasi, in press).

Risk reduction considers approaches that seek to prevent the development of learning or adjustment problems in a subgroup of the population that is at risk of developing learning and adjustment problems. For example, at-risk subgroups might include children from low SES backgrounds, and children from families with a particular problem such as divorce, parental drug abuse, or serious illness of a family member. Risk reduction is the appropriate strategy only when targeted to an entire sub-group rather than selecting individual members who have been targeted because they show signs of the learning or adjustment problem (Meyers & Nastasi, in press).

Early intervention considers those approaches that are designed for groups of children who have displayed beginning signs of a learning or adjustment problem. The goal of early intervention is to prevent these emergent problems from developing into more serious diagnosable difficulties. Often, children are identified as having beginning signs of a learning or adjustment problem based on early screening procedures (e.g., Cowen, Gesten, & Wilson, 1979; Meyers & Nastasi, in press).

Treatment considers those approaches that are used with children who have been identified as having a learning or adjustment problem. The preventive goals are to reduce the duration of the problem and to lessen its impact on others so that the prevalence of the problem is reduced in the community (Meyers & Nastasi, in press).

Ecological theories. My view of preventive approaches is based, in part, on ecological theories of behavior which I believe have received too little attention from psychologists, particularly those interested in prevention. Consider, for example, the arguments developed by Trickett (1984) that preventive approaches targeted to modifying the individual (e.g., enhancement of self esteem and social competence, skills to avoid sexual and physical abuse, skills to avoid being influenced by peers regarding drug use and inappropriate sexual behaviors, etc.) often have limited efficacy because they fail to use appropriate ecological models that consider the environment and its interactions with person-centered factors to influence the behavior, growth and development of children. Bronfenbrenner's (1989) ecological-developmental perspective offers a useful framework for conceptualizing such environment-person interactions and developing effective interventions.

Prevention formula. I use a formula developed by George Albee (1988) to organize my thinking when attempting to develop interventions with the goal of preventing the development of learning and adjustment problems in children. While this model was developed to conceptualize factors influencing the development of mental health problems, the formula has been modified to focus on a range of difficulties in addition to those involving mental health such as social adjustment, learning, and health problems (e.g., see Meyers & Nastasi, in press), and it is presented in Figure 1.

Educational, Health or Mental Health = Disorder	Predisposition For the Disorder	+	Stressful Circumstances	+	Environmental Exploitation
	Competence and Coping Skills	+	Perceived Self-Esteem and self-worth	+	Environmental Supports in Education, Social, and Medical Areas

Figure 1 Prevention Formula (adapted from Albee, 1988; and from Meyers & Nastasi, in press)

The three variables in the denominator of the prevention formula represent those factors that can build the strengths that may be needed to prevent the development of various educational and health disorders including those related to mental health. Thus, competence (i.e., the ability to cope with environmental stressors), self-esteem (i.e., feelings of self worth), and educational/medical/social supports (i.e., supportive factors that help to reduce stress and/or to cope with stress) all have the potential to prevent the development of problems if these variables are strengthened by preventive interventions (see Meyers and Nastasi, in press).

In contrast, the three variables in the numerator of this formula represent those factors that can cause educational, health and mental health problems. Thus, individual predisposition (i.e., cognitive, emotional, and medical /physical characteristics that foster vulnerability to various stressors), stress (i.e., environmental conditions that require individuals to adapt and that increase the probability of educational/health disorders), and exploitation (i.e., a type of stress that is associated with power inequities that exist in society) all have the potential to create educational, health and mental health problems (see Meyers and Nastasi, in press).

This formula provides a framework for developing preventive interventions. In general, I attempt to develop interventions that address multiple variables from this formula simultaneously. The goal is to find approaches that strengthen or increase the variables in the denominator and that weaken or decrease the variables in the numerator of this formula (see Meyers & Nastasi, in press).

Preventive interventions based on interactions between the person and the environment. Most of the previous literature in the area of primary prevention has delineated two basic approaches. One type of primary prevention program is geared to modify the individual to promote competence and the second type attempts environmental modifications designed to reduce stress (e.g., Albee, 1982; Alpert, 1985; Cowen, 1985; Elias & Branden, 1988; Meyers & Parsons, 1987). Recent work based on ecological principles suggests that the most effective approach to developing prevention programs is to consider interactions between the person and the environment (i.e., Trickett, 1984; Meyers and Nastasi, in press). This perspective suggests that prevention programs in areas such as social competence enhancement, coping with divorce, and coping with families that have drug abuse need to focus on the person and the environment simultaneously. Thus, in addition to building individuals' skills in these areas (i.e., social skills, parent communication skills, individual abilities to say no to drugs), prevention programs need to develop strategies for using the environment to reinforce and strengthen the effective use of these individual skills (e.g., see Meyers and Nastasi, in press).

Integration of Theory, Research and Practice in School Psychology

Historically, conferences on the role of the school psychologist (e.g., Thayer Conference, Cutts, 1955;

Spring Hill Symposium, (Ysseldyke & Weinberg, 1981) and texts on role and function in the field of school psychology (e.g., Bardon & Bennett, 1974; Gray, 1963; White & Harris, 1961) have referred to research as an important component of the school psychologist's role. A good example of this viewpoint is expressed by Bardon (1987), who has described the use of applied research methodology as an approach for school psychologists to implement the scientist-practitioner model. This perspective conceptualizes the role of school psychologists as addressing applied research questions. Despite the consistent focus on this role, school psychology practitioners do not use research methods as a routine aspect of practice (Reschly &Wilson, 1996) and school psychology trainers do not emphasize this as a component of the applied role of school psychologists (Wilson & Reschly, 1995). I believe it is critical to change this focus if school psychology is expected to achieve its potential to have an impact on children.

Collaborative action research

Recently, there has been a growing focus in education and psychology on "qualitative" research methodologies such as ethnography (Spradley, 1980), grounded theory (Strauss & Corbin, 1990), qualitative data analysis (Miles & Huberman, 1984), and collaborative action research (Noffke, 1997; Schensul, 1985). Based on my experience working with graduate students in school psychology, it appears that a number of neophyte school psychologists view qualitative research methods as offering an approach to research that is more closely tied to their view of practice than quantitative methods. Collaborative action research models, in particular, are aligned with practice, since these methods are used as a part of efforts to create change in schools and the communities (Schensul, 1985).

I have found collaborative action research as a useful model because it allows me to study social change as a researcher while I attempt to support change as a member of the system. Generally, I do this by playing the role of participant observer. Another key component of this model is the collaborative element of the research. The members of the organization are viewed as key players in developing and implementing the research and are asked to work collaboratively with researchers to accomplish tasks such as development of research questions, development of research methodology, and analysis and interpretation of data. This approach has offered my students and me many exciting opportunities as researchers interested in practice and school change. However, it is difficult to implement this model of research and when it is done carelessly these methods do not produce data that will contribute to the literature or to practice.

Effective implementation of this model requires careful attention to several factors including the following: (1) It is difficult to play the role of participant observer. Care is needed in conceptualizing the role before it is implemented and in evaluating implementation. Research is needed to examine the participant-observer role. (2) It is difficult to determine the best ways to work collaboratively with members of the organization when conducting collaborative action research. Care must be taken in conceptualizing this component of research methodology and research is needed to examine approaches to implementing research in a collaborative manner. (3) Data collection should be based on the use of multiple methods and multiple data sources. Multiple methods can include combinations of observation, interview and survey methodology. In addition, multiple data sources such as administrators, key subgroups of teachers, pupil personnel workers, special educators, non-professional employees, parents, students, and community members should be considered when gathering data in collaborative action research. (4) Many research methods emphasize concepts such as reliability of instruments. Qualitative research methods rely on constructs such as triangulation where multiple methods and multiple sources are used as noted in No. 3. It is important to design collaborative action research carefully to ensure that there is sufficient attention to this aspect of research design to ensure confidence in the data and resulting interpretations. One component of this process is to ensure that the data analysis process seeks conflicting findings. When such conflicts are found it is necessary to continue to collect data until the conflicts can be resolved.

(5) Feedback to the organization or to relevant subgroups in the organization regarding data that have been collected is often an important component of the methodology in collaborative action research. It is

important to build opportunities for such feedback. This is difficult to accomplish because it requires quick and efficient analysis of data so that feedback can be provided in a timely manner. In addition, it is often helpful to collect data and provide feedback in a recursive manner so that cycles of data collection and feedback follow each other throughout the research, and that participants' responses to feedback are used to help determine future approaches to data collection.

Research conducted in an effort to help prereferral intervention teams evaluate and modify their functioning provides an example of this approach (Eidle, Truscott, Meyers, Boyd, & Cosgrove, 1997). This applied research project used a series of data collection and feedback processes as follows. A small number of team members and teachers were interviewed to determine perceptions about the prereferal intervention team at their school. These data were analyzed and used as a basis for developing a format for observing the teams. First, an open ended observation of each team was conducted and based on all prior findings, a structured observation was conducted. All data were analyzed with input from a member of each team and subsequently, feedback provided to each team. As might be expected, there was substantial resistance to the feedback that suggested a need for change, and there was particular resistance to the feedback suggesting that the teams needed to shift from a focus on special education to a preventive perspective.

Based on all prior data as well as the responses of team members when receiving feedback, the results were reconceptualized and a survey constructed. This was administered to all faculty. After tabulating the results of the survey, additional team observations were conducted. These data were again analyzed with input from one member of each team. Feedback was then provided to each team and again the researchers' understanding of the data was adjusted based on team member responses to the data. Once again, there was some resistance to this feedback, but it appeared that team members were beginning to accept some of the important ideas from feedback.

After these second feedback sessions, data were again reconsidered which led to a final interview focused on prevention and the feasibility of implementing preventive interventions through the child study teams. Once again, all data were analyzed and this time the data were fed back to all teams in a joint meeting held as part of a two-day workshop on prereferral intervention held by the district during the summer.

By this point, after providing feedback on three different occasions, the recursive data collection/feedback process had resulted in attitude changes on the part of the teams and team members. The members of these teams no longer expressed resistance to the ideas being presented and were enthusiastic about developing concrete approaches to implementing some of the key suggestions that resulted from the data that were presented to them. This recursive approach to data collection, analysis and feedback proved to be a successful consultation strategy that helped the members of these child study teams to willingly adopt goals consistent with prereferral intervention and primary prevention.

Impact of the scientific bases of psychology

Bardon (1983) attempted to reconceptualize the field of school psychology, in part, by emphasizing the connections between practice and the science in education and psychology that provide a basis for applying psychology to educational settings. This remains an important need to this day. Frequently, I have found that school psychologists are concerned with learning a particular skill rather than the theory and science that form the basis for the skill. In this context, it is important to recognize that a skills based approach to training and practice is insufficient since the rapidly changing nature of the disciplines of education and psychology quickly render old skills obsolete. Note, for example, Trachtman's (1981) estimate that the half life for school psychologists' professional skills is about 10 years suggesting that half of the competencies of a fully trained school psychologist would be outdated in that time period. As a result, Trachtman and others have argued that school psychologists need to be trained in the underlying scientific knowledge base and the problem solving approaches that would be needed throughout their professional life (e.g., Bardon, 1983; Bevan, 1981; Peterson, 1981; Trachtman, 1981).

I have attempted to focus on this need in my role as editor of the *Journal of School Psychology* by

soliciting articles and special theme sections in the journal that focus on the connections between practice and their scientific bases. One exciting example is a recently published issue of the journal with a series of articles co-authored by school psychologists with expertise in school-based consultation and social psychologists who have conducted social psychological research on issues with particular implications for various aspects of school based consultation (i.e., Volume 35, Issue 3, 1997, *Journal of School Psychology*). *The Journal of School Psychology* also attempts to consider the application of science to practice in the scientific practitioner section of this journal. The field of school psychology needs to consider a range of innovative approaches such as this to emphasize connections between the scientific bases in psychology and the practice of psychology in schools.

School psychologist as researcher

The "school psychologist as researcher" offers one promising approach to create meaningful connections between research and practice that are consistent with Jack Bardon's (1987) prior suggestions about integrating science and practice. This will help ensure that those applying psychology in educational settings use the most effective methods. It will also provide a vehicle to document, for other professionals and for consumers, that school psychologists are effective. Rather than relying solely on research conducted by university-based researchers, this connection is most likely to be developed in a manner that has a meaningful impact on practice if school psychologists view themselves as researchers who investigate their own practice. Recently, this approach has been applied successfully with educators using a model referred to as "teacher as researcher" (Cochran-Smith & Lytle, 1993), and this could be applied to the field of school psychology.

Several issues derived from recent scholarly literature have implications for this model and these include the collaborative action research model (Meyers & Nastasi, in press; Noffke, 1997), teacher as researcher (Cochran-Smith & Lytle, 1993), prereferral intervention teams (Meyers, Valentino, Meyers, Boretti, & Brent, 1996), and the constructs of treatment acceptability and treatment integrity (Elliott, Witt, & Kratochwill, 1991). The collaborative action research model discussed earlier in this chapter provides one source of support for the school psychologist as researcher. The notion that research can create meaningful change, while informing practice, is a framework that can be congruent with the work of practitioners who are interested in researching their practice. The notion that research is conducted in a collaborative manner also has implications for the school psychologist as researcher model, since this model is probably best implemented when a group of educators work together to provide mutual support in developing research questions and carrying out research. Also, the qualitative research methods, which are used in collaborative action research, readily lend themselves to research conducted by practicing school psychologists. However, other research methodologies can also be used with this model.

Recent work on the teacher as researcher has been implemented by forming groups of teachers interested in examining their practice as educators (Cochran-Smith & Lytle, 1993). The teachers meet regularly to discuss those aspects of their teaching practice that they would like to investigate. In doing this, they develop research questions and research methodologies; collect, analyze and interpret data; and provide feedback to the group and to other groups of interested educators, both within and outside of their school district. All stages of this research process are conducted with support from one or more of the other teachers in the group. Groups implementing this model are probably most effective if they work together on a regular basis for years, since research skills develop over time and research regarding teaching practice should be an ongoing process that occurs throughout one's teaching career. As an example, the Philadelphia Teachers Learning Cooperative has met on a weekly basis for more than 10 years (Cochran-Smith & Lytle, 1993). It is noteworthy that those implementing the teacher as researcher model have begun to contribute to the literature in a manner that informs teachers, researchers and teacher educators, as well as answering questions unique to the practice of particular teachers (e.g., Cochran-Smith & Lytle, 1993).

Practicing school psychologists could have a similar important impact on the scholarly literature in the field while addressing questions that have profound

implications for improving their own practice and the practice of other school psychologists if this model was implemented. One way to implement this model would be to organize groups of practicing school psychologists to address questions about the practice of school psychology. However, another approach that also has the potential to make a difference would be to organize groups of educators and/or mental health specialists (including school psychologists) to engage in practitioner-based research on practice from an interdisciplinary perspective.

Recent research on prereferral intervention teams (e.g., Meyers, Valentino, Meyers, Boretti, & Brent, 1996) illustrates one model for developing multi-disciplinary approaches to implementing the school psychologist as researcher model. Although not always implemented as intended, this model is designed to bring together a group of teachers, special educators and pupil personnel workers to apply a problem solving model to try out and determine the efficacy of various intervention approaches for children displaying learning and adjustment problems in schools. This model has the advantage of bringing together a group of professionals charged with the task of helping children to succeed in regular education classes so that they do not need to be referred to special education. A problem solving model is used which has important implications for practitioner research. If this model were extended to include the development of research questions which are then addressed by the team, it could provide a vehicle for implementing the school psychologist as researcher model that is already institutionalized in many school settings.

Research on school-based interventions currently emphasizes the constructs of treatment acceptability and treatment integrity (Elliott, Witt, & Kratochwill, 1991). Briefly, treatment integrity refers to the degree to which a psychoeducational intervention is implemented in a manner that is consistent with the intent and methods of the intervention program. This construct is important, because frequently, classroom interventions are ineffective as a result of a failure to implement the intervention in a consistent manner using the specified methods (e.g., behavior modification procedures do not work effectively when teachers do not provide the required reinforcement consistently). A related construct, treatment acceptability, refers to the degree to which an intervention is acceptable to the person who will be responsible for implementation. For example, the degree to which an intervention is acceptable to a teacher will help determine the degree to which a teacher will implement the intervention in the classroom, and in this manner, treatment acceptability can have important effects on treatment integrity. The teacher as researcher and school psychologist as researcher models have important implications for the constructs of acceptability and integrity, since teachers and psychologists will most likely choose to research interventions that are acceptable to them and this enhances the probability that such interventions will be implemented with a high degree of integrity.

Reconceptualization of Training in School Psychology

Training can have important influences on the practice of school psychology, yet there have been few descriptions of models designed to change existing approaches to pre-service training in school psychology, and there has been limited research on university-based training. In contrast, there is an extensive scholarly literature on models for changing the practice of psychology in schools and a substantial research base investigating various approaches to practice in schools. This might be viewed as ironic, given that much of this research is conducted by academic professionals associated with graduate education programs in universities. Perhaps it is even more difficult to create change in universities than schools, and/or perhaps it is easier to discuss change in settings other than those where one is an employee. Whatever the reason may be, it is important for the field to give careful consideration to change in our approaches to training and to develop programs of research to investigate the efficacy of various approaches to training. While many points could be addressed in this context, I will consider briefly four issues as examples that I believe are particularly relevant to training in school psychology.

Blueprint competencies

One effort to reconceptualize training in school psychology was initiated by Jim Ysseldyke and his colleagues who developed the *Blueprint for Training*

and Practice in School Psychology (Ysseldyke, et. al., 1984). This blueprint established competencies for the practice of school psychology that would have dramatic implications for training programs in school psychology if these competencies were given serious consideration. Similar discussions of competencies in school psychology with implications for training and practice have been presented by others (Meyers, 1988; Reynolds, 1982). It is beyond the scope of this presentation to discuss all of these competencies or to consider them in depth. However, a few will be discussed briefly below to point out some of the implications for changes in training programs.

Meyers (1988) listed 16 such competencies. In addition to standard competencies for the field of school psychology such as individual assessment, educational consultation, and environmental assessment and modification, this list included stress reduction, individualized instruction, teaching basic academic skills, deliberate psychological education (e.g., social skills training; Shure, 1988), cooperative classroom structures (e.g., cooperative learning; Johnson & Johnson, 1983), and parent involvement. While many school psychology programs provide some attention to one or more of these issues, few (if any) provide systematic attention to all of these issues and few graduate programs in school psychology produce graduates who have expertise in all of these areas. If these were to become serious goals for university training programs, there would be dramatic implications for modifications to university based training in school psychology.

Internship connected to training program

The current trend in doctoral training in professional psychology is to separate the internship from the training program. Although this is not a general characteristic of certificate level training in school psychology, it is a growing phenomenon in doctoral programs and has the long term potential to influence all levels of training in school psychology. The basis for my concern is that practicum and internship training are among the most important aspects of graduate education, given the assumption that practitioners are most likely to do as professionals what they did in training. From this perspective, it is important that practica and internships are directly connected to the university training program, that there is a congruence in philosophy and methods between the university, practicum and internship settings, and that the university have the opportunity to influence these training settings. This is a difficult task in the best of circumstances, as schools and various mental health settings that provide training opportunities have different agendas than the university training program and are often resistant to the influence of external organizations such as a university. However, it is even more difficult to influence practicum and internship settings when there is no structural connection between the university and these applied sites.

Actually, school psychology may have an advantage over the other disciplines of professional psychology in this context. Clinical and counseling psychology programs have greater reliance on internships approved by the Association for Professional Psychology Internship Centers (APPIC) and the American Psychological Association (APA) when compared to doctoral programs in school psychology. In this context, I believe it is unfortunate that there is a trend for school psychology doctoral programs to increase their reliance on APPIC and APA approved internships. There are many pressures that are moving the field in this direction and it would require enormous political energies for school psychologists to fight this trend. Some of the pressures supporting this move are provided by state boards for licensure in psychology, the American Psychological Association, and relationships between organizations such as the National Health Register, APPIC, APA, and state boards for licensure in psychology. In addition, the movement in APA toward postdoctoral specialization and an internship which would be taken after graduation from the doctoral program are forces promoting this movement.

From my perspective, this issue can be addressed in a meaningful way only from a data based perspective which has not been used in prior discussions of the internship in professional psychology. Consistent with my prior comments about the lack of research about training, there has been precious little research about the efficacy of practica and internships in professional psychology. This may seem surprising for a field that is supposed to emphasize a scientist-practitioner model

and in this context it may not be surprising that professional psychology programs usually do not produce practitioners who continue to research their own practice after graduation. Graduate programs need the freedom and incentives to develop carefully designed training models that are subject to empirical scrutiny so that the debates about this aspect of training can become data based instead of remaining political.

Active engagement in collaborative action research

Given my earlier comments about the practical implications of collaborative action research models, I believe that the skills associated with this model should become a routine component of the knowledge base and skills of practicing school psychologists. For this to be accomplished, it will be necessary for school psychologists to become actively involved in such research. Following coursework in this model of research, active involvement can be promoted as a component of internship experiences, and this is another reason supporting the need to maintain strong connections between the university and internship settings. In addition, collaborative action research should be considered a realistic option for student dissertations.

There are practical considerations for students who want to use action research models for their dissertations (or for predissertation research) because this approach to research is time consuming. Often, it requires a research relationship with a school or other organization that lasts for years and this suggests that doctoral students need to begin engagement in the research that will lead to their dissertation from early in their doctoral program. Several factors have the potential to facilitate involvement in this type of research. While these suggestions were developed with collaborative action research in mind, they are applicable to most models of applied research. (1) Applied research must be considered as a serious component of practitioner training that is just as important as other components of training. This suggests the need for multiple opportunities to practice applied research which are a formal component of the training program. (2) Internship requirements should include a research project that uses methodology from collaborative action research. (3) Strong encouragement should be given for doctoral students to begin a line of research early in their program that is continued throughout their program. Where possible this might be implemented in the same setting over time so that the features of collaborative action research have the greatest potential to be implemented.

(4) Creative approaches need to be considered for dissertation and predissertation research in professional psychology doctoral programs. For example, I have found that one effective way to implement the collaborative action research model is to encourage "collaborative dissertations." In collaborative dissertations, two or more students work together on the same research project, with each individual student carving out a specific component of the research for their dissertation. This encourages students to provide support for each other throughout the process and it provides a vehicle that allows doctoral students to accomplish applied research projects that would typically not be realistic for individual students.

As an example of this approach, I have supervised collaborative dissertations on prereferral intervention teams that included three different dissertations and assistance from four additional graduate students. One student had been engaged in research on school reform in a local school district and became aware of that district's interest in implementing a prereferral intervention model in each of its schools. As a result, a plan was developed in which that student and one other student conducted collaborative dissertations which used qualitative methods to evaluate the efficacy of the district's prereferral intervention teams over the course of one year.

One of these graduate students focused on the two elementary school teams in the district, and the other focused on the two secondary school teams. This allowed them to develop similar research designs that had overlapping, yet unique, research questions. They helped each other with implementation of the research and sought other volunteers to help as well. One of these volunteers eventually did the third dissertation on this project during the following year.

The first two dissertations lasted for one full year of data collection and resulted in these teams establishing goals for change toward a more preventive focus. The third dissertation also lasted for one year beginning immediately after data collection was completed for the first two dissertations. This third project was focused on assessment of the district's effectiveness at accomplishing their goals for implementing a more

preventive model. This type of ongoing research project, based on the work of graduate students leading toward their dissertations, provides a unique opportunity for applied research experience for graduate students in school psychology. It also offers a useful model for others interested in implementing this approach.

Conclusions About the Survival of the Field of School Psychology

So, what are my conclusions about the future of the field of school psychology. Will we continue to exist in the future? And, should the role of school psychology survive in the schools?

I believe that if we persist in being dominated by an assessment role, the field of school psychology should not survive and probably will not be maintained in its current form. While an increased focus on psychoeducational intervention is needed, an even more important focus required for the long term survival of school psychology is primary prevention and indirect approaches to preventive intervention such as school-based consultation and prereferral intervention. In addition, I believe that active involvement in applied research by practicing school psychologists is necessary.

However, there are many impediments to implementing prevention, consultation, and research as a regular component of the school psychologist's role. First, as noted in this paper, it is essential that training programs provide emphasis on these approaches rather than on standardized approaches to assessment. Action research, prevention and consultation require clear emphasis in coursework, practica and internships, and in doctoral research, such as dissertations. Second, the field of school psychology must reduce its focus on protecting the guild of school psychology, and instead, must devote substantial energies as a profession toward protecting children and promoting their learning and development.

Third, one likely reason why assessment has been maintained as an important role is that administrators understand how to evaluate the performance of psychologists by counting the number of assessments that have been completed. This is a weak approach to evaluating the performance of professionals. It is incumbent on the field to establish practical approaches to evaluation of other components of the role such as intervention, consultation and prevention. Fourth, school psychologists, educators, students, parents, and other members of the community expect school psychologists to engage in an assessment role. It is essential that school psychologists develop effective approaches to communicating with others so that information is distributed widely and in easily digested formats conveying that school psychologists provide many services for the benefit of children that are not limited to assessment. This is a sufficiently important idea should be a component of the graduate training of school psychologists. There should also be research to evaluate efforts to communicate about the most effective approaches to providing services for children.

The fifth and final point is that schools, school districts and communities contribute to maintaining the existing roles of many practicing school psychologists, such as the assessment role. School psychologists need to develop skills to research how and why such organizations maintain these policies as well as conducting research on approaches to changing these policies. In this context, Don Baer's presentation to the Spring Hill Symposium on the Future of Psychology in the Schools (i.e., Baer & Bushell, 1981) asked why schools did not implement applied behavior analysis principles that had been proven to work and concluded that it is necessary to learn how to change organizations if we expect them to implement effective approaches such as applied behavior analysis. His conclusions about the application of applied behavior analysis in schools have important implications for the future of school psychology, regardless of the psychologist's theory of behavior.

> ".....in answer to the question, What is the future of that kind of psychology called behavior analysis in the schools? The answer is, Not in the schools; in the society where decisions about schools are made. The question is, How are those decisions made? What is the behavior analysis of that (Baer, 1981)?"

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School Psych book 10/98 final 11/9/98 3:22 PM Page 35

Professional Practice, Professional Nicknames, and Professional Diversity: A Prognosis for School Psychology

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It is time once again to take the temperature of our profession. Is the field healthy or ailing? Is it time for a contented smile, a careful watch, or active intervention? If needed, how can we rejuvenate our treasured field? What is the prognosis? Is fatality, blight, or well being on the frontier? The four authors answered these and other questions differently. They are using personal thermometers, taking temperatures at unlike moments, and interpreting the data differently.

In the present synthesis, we indicate some themes which emerge from these four reflective papers and we consider the authors' opinions regarding current health, treatment recommendations, and prognoses for the field of School Psychology. We assume the role of thermometer reader in the final section.

Themes, Current Health, and Treatment Recommendations

This volume addresses a number of broad themes. The amount of emphasis that should be placed on schools constitutes one theme. The fundamental theme of service delivery and what it should constitute is another. The professional identify of the field constitutes a third theme. Finally, there is the historical theme: the controversy about whether there is sufficient connection between training and practice.

Emphasis on Schools and Schooling

There is a disagreement about the amount of emphasis that should be placed on schools. Keller holds that there should be sole or, at the very least, primary emphasis on schools. Kamphaus, Keith, and Meyers do not limit practice to schools. They hold that we can offer services both in and beyond schools. Since education takes place in numerous settings such as universities, businesses, and hospitals, these settings are identified as appropriate work placements for school psychologists.

Service Delivery

What should service delivery constitute? Do systems level interventions have greater impact than direct interventions? Can a systems and a clinical focus co-exist within one setting and within one professional? While it should not dominate professional activity, the contributors seem to agree that assessment should continue to have a place in the professional activity of the school psychologist. Most of the contributors indicate that determination about what is included in service delivery should be based on a consideration of societal needs rather that guild concerns.

Kamphaus stresses that the field must embrace alternative service models. He recommends the creative construction of such models which involve consultation, education, supervision, research, and other indirect practices. He mentions, as an example, private practice in which children are served indirectly. Another example is a contractual arrangement in which school psychologists conduct program evaluation research. Kamphaus identifies pediatric psychology as well as other competencies which school psychologists might develop. Meyers emphasizes methods which have the most potential to provide the most effective

services to the greatest number of children. Thus, he advocates for focusing on primary prevention; the integration of theory, research, and practice; and the reconceptualization of training in order to prepare trainees to better relate the scientific bases of psychology with the practice of psychology in the schools. Keith, along with Meyers, recognizes a need to evaluate interventions and treatment. Further, he advocates for integration in the work of the school psychologist, with a better correspondence between the functions and the purpose. Keller supports indirect and system level interventions; he believes that their impact is greater than direct interventions or interventions with a clinical focus.

The contributors recognize that assessment continues to be an important part of the service provided by school psychologists. However, this acknowledgement is accompanied by a general agreement on the need to move from a traditional service delivery model to alternative service delivery models, such as consultation and other indirect services, as well as systems interventions.

Professional Identity

The professional identity of the field constitutes a third theme. Keller suggests that we may not have a current vision for the field. Kamphaus and Keller both point to the existence of two separate orientations within the field of School Psychology. Within one orientation, there is primary professional identification as a psychologist, secondary professional identity as a school psychologist, and recognition of the need for postdoctoral training. Within the other, which has NASP genealogy, the field of school psychology is perceived as separate from psychology. According to Keller, the former is moving toward child clinical psychology. The issue may not be whether the field has a primary professional identification as psychology and a second professional identification as school psychology or whether the field of school psychology is separate from psychology. Rather, it may be that the field can contain both identities simultaneously.

Training and Practice

We need to better integrate training and practice. Several of the contributors identified areas which are neglected in university training. These include: consultation; organizational psychology; systems theory; change process; primary prevention; and the integration of theory, research, and practice.

It is clear that the contributors believe that methodological pluralism should be adopted. The knowledge base of the profession should be derived from diverse methods and from multiple sources. Practicing school psychologists would profit from more familiarity with knowledge from psychology, while academics need to know more about the realities and possibilities in schools and other settings in which school psychologists work. What is needed is an academic-focused practice paradigm that attends to the research and envisions what the field can be, as well as a practice-focused academic paradigm that attends to needs and realities of the school and the professional world in which school psychologists function.

Time for Action and Change

The broad themes elucidated here and elsewhere (e.g., Talley, Kubiszyn, Brassard, & Short, 1996) demonstrate that there is no longer an easy consensus about what defines the boundaries of our field. In addition to indicating the complexity of our field, they provide a blueprint for further work. In the opinion of these contributors, what is the current state of the field? In general, they state that it is time for action and change. Keith believes that the field is moving in the right direction, albeit slowly, and Kamphaus holds that the field is responding to changes randomly as well as too slowly. They have identified areas which need to be addressed. The assumption is that if these are attended to, the field will do well and the populations we serve will benefit.

Prognosis

Once, when the first author pulled out the professional thermometer and fathomed the field's prognosis (Alpert, 1985), she noted that there were many ways of thinking about the future. In using the calculated approach, a prediction of the adaptation of a field is made following the assessment of a future world based on consideration of demographic, economic, political, social, and psychological trends. This approach has been used before in predicting the future of school psychology (e.g., Alpert, 1982). Some of the drawbacks of this approach include its

dependence on our limited ability to predict future conditions and its focus on what we think will happen rather than on what we think should happen. This can lead to a placid, rather than a vigorous stance. Another drawback is that predictions based on the calculated approach are often incorrectly perceived as objective and valid when, in fact, they are fallible. The calculated futurist chooses which trends to spotlight. Thus, while predictions are credible and follow logically from trends, other logical and credible predictions would follow if other directions were addressed.

The political approach is a second way of conceptualizing the future. A forecast evolves from reflection on contemporary political concerns. While the political approach is based on political realities and focuses on what should be, the calculated approach is based on trends and focuses on what will be. An example of the political approach is Bardon's (1982, 1983) proposal for the future of doctoral-level school psychologists as applied educational psychologists. While Bardon was attempting to do more than simply appease tensions between the American Psychological Association and the National Association of School Psychologists, Bardon's conceptualization was influenced by potentially explosive politics. The political approach has a major drawback. If the characterization of the future is derived solely from a consideration of political forces, the future depiction is limited.

Fantasy is a third means to conceptualize the future of the field. In the first author's 1985 paper, she assumed the role of "fantastical futurist" and described the field as she would have liked it to be. Her personal values and beliefs and the social and cultural circumstances of the time influenced her professional fantasy. We like this approach. It provides vision and introduces innovative and spirited proposals. Unlike the calculated approach, the fantastical futurist makes no pretense toward objectivity. Unlike the political approach, the thinking of the fantastical futurist is not limited by pragmatism.

How have the authors in the present volume conceptualized the future? Kamphaus utilizes the calculated approach. He considers contemporary movements and changes in the educational and the health care system and predicts a move from traditional service delivery models to models of consultation, education, supervision and other such services. He refers to massive educational change and professional opportunities for school psychologists in settings other than schools and with clients other than children. While Keller considers more than merely political forces, he relies heavily on the political approach. Rather than predict, Keller advocates. Like Kamphaus, he advocates for more training in prevention, teams, systemic variables, and health issues. Unlike Kamphaus, he pushes for a focus on schools.

Both Keith and Meyers are fantastical futurists. Their visions are propelled by their beliefs about the purpose of the field. For Keith, the purpose is to enable children, youth, and adults to profit from education. Based on this purpose, he says that we need to better understand how all the various functions performed by school psychologists fit together and serve the intent. He advocates for school psychologists serving the numerous settings in which there is education. In addition, he advocates for the evaluation of interventions and treatments. For Meyers, the purpose is to protect children and promote learning and development. This belief leads to his vision of school psychologists offering prevention, consultation, and research. His prognosis is that the field will not survive if it persists in being dominated by the assessment role.

Despite these different approaches to conceptualizing the future, there appears to be some agreement that the future of school psychology will or should contain consultation, prevention, and research. It is mainly in the areas of emphasis on schools and on professional identity that the authors disagree.

Thermometer Reading: Our Thoughts

Similar to the contributors, our reading of the thermometer is influenced by the light we have available and by the quality of our vision. While our prognosis is the final one offered in this volume, it is not the final word. The major issue underlying the themes is what the field should concern and what perspective it should have. We attempt to put this issue in perspective. In two of the papers (Keller, Meyers), the issue of merger between school psychologist and clinical child psychology was raised and rejected. The issue is: Should our name change to clinical child psychology or should we continue to be called school

psychology? The name controversy, of course, reflects the disagreement about the field's focus and perspective.

In considering a similar disagreement relevant to a different field, the first author (Alpert, 1978) distinguished between birth names and nicknames. Such differentiation should be helpful here. Names given by parents at birth are birth names. They facilitate agreement as to who or what is referred to. In most cases birth names, or at least first birth names, remain constant. Nicknames change. Nicknames are given at various developmental stages by different people. They change as the observer perceives the named one changing. Consequently, nicknames are more revealing of both the named one as well as the observer.

Birth names stick. Developmental nicknames reveal. Our field will and should continue to change its focus and perspective. We may give the field different developmental nicknames at different historical times. In addition, within one historical time, different individuals may perceive the field differently. Consequently, it may have numerous developmental nicknames at any one time. One could say that our field has had such nicknames as mental tester, special education tester, and psychoeducational evaluator.

What is the developmental nickname for our future field? We propose that the interaction between the field and each of us is complicated enough to deserve several nicknames at one point in time. It appears that the contributors see the field similarly and, at the same time, somewhat differently. To the extent that this is a reflection of how others perceive the field speaks to its vitality. School Psychology is a complex field and our trainees have many diverse skills. Our range of competencies as well as the needs of our communities have broadened. There is no longer an easy consensus about what defines our professional identities, work settings, or competencies. In different regions, there may be different needs. Within different school psychology programs and times, there may be several professional nicknames for our field. We need to tolerate differences in scope, in focus, and in orientation. Such diversity will make the field richer and may result in both helping the field to thrive and to better meet the needs of those we serve.

So, how is the field doing? Is it healthy or ailing? Is it time for a contented smile, a careful watch, or active intervention? If needed, how can we rejuvenate our treasured field? And, what is the prognosis? Is fatality, blight, or well-being on the frontier?

Our response: There seems to be some agreement about the field as well as some divergent opinion. The field needs a careful watch as it continues to develop more professional nicknames. Our prognosis is that it will thrive if we can allow and, better yet, embrace professional diversity.

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